

The background of the entire page is a photograph of two hands, palms facing each other, raised in a gesture of support or encouragement. The hands are positioned on the left and right sides of the frame, with fingers slightly spread. The skin tone is a warm, golden-brown. The background is a soft, textured gradient of similar warm tones, creating a cohesive and uplifting visual.

SUPPORTING POSITIVE BEHAVIOUR

A Career and Technology Studies CCS 3050 Resource

 EDMONTON PUBLIC SCHOOLS





S U P P O R T I N G P O S I T I V E B E H A V I O U R

A Career and Technology Studies CCS 3050 Resource

All Rights Reserved

Copyright © Edmonton Public Schools, 2012,
Centre for Education, One Kingsway, Edmonton,
Alberta, T5H 4G9. All rights reserved. Made in
Canada.

Permission to reproduce student materials
granted for individual classroom use only.

Every effort has been made to trace ownership
of all copyrighted material and to secure
permission from copyright holders. In the event
of any question arising as to the use of any
material, we will be pleased to make necessary
corrections in future printings. We endeavour to
ensure the accuracy of this publication; however,
Edmonton Public Schools cannot be liable for
any inaccuracies or omissions.

Edmonton Public Schools retains the right to
update new editions.

ISBN 978-1-55378-153-0

Supporting Positive Behaviour: A Career and
Technology Studies 3030 Resource

This resource can be downloaded as a PDF file
from: <http://epsb.ca/publications/index.shtml>

Contents

1. Getting Started	1
Welcome	1
Mission and goals	1
Exploring your career options	2
2. Understanding Human Behaviour	3
What is behaviour?	3
Learned behaviour versus reflexive behaviour	4
How do learned behaviours begin and continue?	4
How do we communicate?	5
Positive examples	6
Negative examples	6
Reflecting on Learning	6
3. What Are Behaviour Pathways?	7
The ABC Behaviour Pathways model	7
The STRDPC Behaviour Pathways model	8
Mapping the pathways of specific behaviours	11
Some behavioural impacts of change	12
Reflecting on Learning	12
4. Strategies That Support Positive Behaviour	13
Redirecting to a different activity	13
Providing visual information	14
Taking active breaks	15
Relaxation activities	17

Recognizing potential stresses	17
Providing support	18
Providing an easy or preferred task	20
Providing creative activities.	20
Providing positive feedback for preferred behaviours	21
Providing cues—visual and verbal.	23
Setting clear expectations	24
Selecting strategies to support positive personal behavioural change	25
Reflecting on Learning	28
5. Building Your Management Skills	29
Communication skills	29
Information management skills.	32
Number-related skills	35
Thinking and problem-solving skills	35
Reflecting on Learning	36
6. Aligning Supports with Specific Behaviours	38
Supporting positive behaviour for individuals with autism spectrum disorders	38
Supporting positive behaviour for individuals who bully	41
Supporting positive behaviour for individuals with fetal alcohol spectrum disorder	42
Reflecting on Learning	43
7. Building Your Personal Skills	44
Demonstrate positive attitudes and behaviours	44
Teamwork skills	47
Reflecting on Learning	48
References.	49

Getting Started

"A journey of a thousand miles begins with a single step."

Lao Tzo, Chinese Philosopher

Welcome

Are you interested in learning how to create and support positive environments with children and adults, including those who have behavioural disabilities? The skills you develop in this course could help you decide to pursue a career, such as:

- an educator
- a behaviour support coach
- a community home worker
- a social worker.

This resource is designed for high school students who would like to know more about basic concepts of human behaviour. You'll look at problem behaviour, the events that take place just before the problem behaviour occurs, and the events that take place immediately after the behaviour occurs. Practical skills such as record-keeping and communicating are part of this course. You'll also develop skills to help you put your new understanding of human behaviour into practice. Most importantly, you'll learn strategies you can use to support positive behaviours in a number of different situations.

Mission and goals

Mission

Your mission as a school staff member, community home worker, social worker or behaviour coach is to help individuals develop positive behaviours and reduce problem behaviours.

Goals

Your goals will be to:

- examine human behaviour
- develop an understanding of positive behaviour supports
- learn a variety of strategies for fostering independence
- learn a variety of strategies for supporting positive behaviour
- develop basic skills to help you:
 - communicate
 - manage information
 - use numbers
 - think about and solve problems
- develop personal management skills to help you:
 - demonstrate a positive attitude and behaviour
 - be responsible
 - be adaptable
 - learn continuously
 - work safely

- demonstrate teamwork skills to help you:
 - work with others
 - take part in projects.

Exploring your career options

To pursue a career as an educator, community home worker, social worker or behaviour coach, you could explore

the programs described on the Alberta Learning Information Service website at <http://alis.alberta.ca/>. This website offers a list of Alberta programs and post-secondary institutions where you can get further training in specific career areas.

Alberta Learning Information Service (ALIS) website



“Always assume that a motivation for a particular [problem] behaviour is positive but expressed in a negative way.”

Richard L. Curwin and
Allen N. Mendler

Problem behaviour can interfere with learning and relationships. Some people, for a variety of reasons, may not understand acceptable social behaviour and may be unable or unwilling to meet behavioural expectations at home, at school or in the community.

One model that has proved useful to schools and other support agencies is the three-tiered model of positive behaviour supports.

What is behaviour?

A simple definition of behaviour is that it is anything an individual may say or do. Another way of defining behaviour is actions an individual takes in relation to the external environment, in combination with what an individual feels, knows and thinks.

If we think of behaviour as something that is said or done to achieve something, then it follows that behaviour is for:

- getting something
- avoiding something
- achieving a certain comfort level.

Getting something

A behaviour might serve to help an individual obtain attention, goods or control. While some individuals require a great deal of attention, others require very little. Sometimes individuals who require attention and who do not get it will resort to problem behaviour, such as talking out, swearing or disrupting others. Sometimes individuals become aggressive when they want to obtain something. To gain control of situations, they may confront others and push their way around.

Avoiding something

Some individuals may prefer to act out and be disruptive rather than be asked a question in a group situation. These individuals believe that it is better to avoid being asked the question, because they might appear stupid if they don't know the answer. Being disruptive might result in their being asked to leave the group, which would accomplish their goal. Another avoidance technique is to lie or cheat so that undesirable consequences of behaviour are avoided. An example would be a student who did not understand the math homework and thus did not do it, but who doesn't want to let the teacher or other

students know this. To avoid appearing incompetent, the student pushes another student's books off a desk and starts a fight. The teacher responds by asking the disruptive student to leave and—voilà—he has solved his immediate problem and avoids having to face consequences for not completing homework.

Achieving a certain comfort level

Sensory stimulation, or lack of it, relates to physical comfort. When an individual is uncomfortable, he or she behaves in a way that he or she hopes will bring some comfort. It may be that the individual hasn't developed skills that would allow him or her to regulate, or make normal, the stimulations in the environment. The individual may be bored or may be over-stimulated. Understanding the purpose of the behaviours helps us better understand an individual's behaviour. For example, an individual may feel nervous when in group situations and find it difficult to sit still. To ease his tension, he fidgets in his seat or gets up and walks around. This behaviour, though disruptive to the rest of the group, gives the individual some level of comfort in the tense situation.

The seven sensory areas are seeing, smelling, tasting, hearing, touching, vestibular (moving) and proprioceptive (body awareness). These senses regulate our ability to experience, understand and respond to our environment. For some individuals, the stimulation in the environment is too rich. For example, if the environment is too auditory, the individual may behave in a way to make the sounds stop. Such an individual might like to sit in a library cubicle to read so that the sounds of the other readers are not so intrusive. Other individuals might not find enough stimulation in the environment, so they seek further stimulation in order to feel comfortable. An example would be an individual who moves around the room when everyone else is sitting still.

Learned behaviour versus reflexive behaviour

It's important to remember that behaviour has a purpose or function. For example, an individual might stand on a chair in the library either to reach a book on a high shelf or to attract attention. Although the behaviour in both cases may look the same, the purpose is different.

Some of our behaviour is a physical response to stimulation, such as pulling your hand away quickly when it touches a hot surface, or sneezing at dust, or the knee-jerk reaction that happens when a doctor taps on your knee with a rubber hammer. This is called reflexive behaviour because it involves our reflexes.

Most behaviour, however, is learned. Since this is the case, it can be changed. Individuals can learn new behaviours to replace old behaviours.

How do learned behaviours begin and continue?

Behaviour begins when a purpose needs to be met. But how do we learn to repeat a behaviour? Some theorists believe we learn by making mistakes. When we try to accomplish something and our method doesn't work, we still want to achieve our goal, so we try something else. Eventually, we rule out the processes that failed and adopt the process that works the best for achieving our purpose. An example of this theory would be a child learning to talk. As the child forms sounds, some sounds are more successful than others. When the child forms the word juice, the reward is getting the drink of juice—or, at least, the satisfaction of having communicated that juice is what the child wants (sometimes Mom or Dad will decide baby has had enough juice). All the other sounds the child made en route to saying *juice* can be discarded, because they didn't work. This example also demonstrates how learned behaviours continue, because now that the

child can communicate *juice*, she can learn to communicate this in improved ways. She can specify *apple juice* or *pear juice*. She can add words like *please* and *thank you*. She can build on her learning to make it more effective.

Learned behaviour is affected by reinforcement. In a positive sense, reinforcement would bring about a satisfying result: baby gets the *juice*. In a negative sense, reinforcement would lead to an undesirable outcome: baby screams for the juice and is denied.

How do we communicate?

We communicate our emotions and other messages through our behaviour. Sometimes we are not aware of the message or emotions, because our behaviour happens quickly in response to situations. Yet we learn to behave in socially acceptable ways so that we can feel we belong.

Humans are social animals. We live in families and participate in group activities. Our behaviour communicates who we are and what we want when we are with other humans. At the same time, the family's and the group's behaviours are also communicating emotions and messages to us. We usually try to behave in ways that help us belong to the group. At the same time, we all have individual needs. The way we respond to social situations can speak as loudly as if we were using words.

You can probably think of a number of ways that you have learned to communicate what you, as an individual, want. From our earliest years we have been taught to say "please" and "thank you." Giving compliments is another way of communicating that we appreciate another person's abilities. These are ways

of communicating respect. We are usually positively rewarded by using these kinds of respectful behaviours. We form new friendships. People smile at us. People are willing to give us second chances and to help out when asked for help.

Behaviours that receive negative reinforcement can also continue, because, for some reason, the individual has learned that no matter how negative the behaviour, it still works. Examples would be swearing, interrupting or bullying. Most people react negatively to these behaviours, but at some level, the individual is being rewarded for swearing. Or perhaps the negative consequences or punishment have not made an impact.

Punishment can also be the removal of a reward. So if the individual swears, simply removing the acceptance of the behaviour may be enough; a reprimand may not be necessary. In all cases, the individual has to arrive at a new way of thinking about behaviour and communication. He or she may need to be taught new skills that are more efficient and easier for them to do than the behaviour they are currently using.

Reinforcement

When the consequence to a behaviour increases or maintains the behaviour, then we say the reinforcement is positive; it has a positive effect on the behaviour. For example, an individual volunteers her opinion during a discussion (the behaviour) and the listeners appreciate her point of view (the reinforcement). The next time there is a discussion, the individual volunteers her opinion again (the positive aspect of the reinforcement).

When the consequences cause the behaviour to stop, the reinforcement is said to be negative. Often it is used in a way that can be avoided. For example, if a teacher were to require students who do not volunteer their opinions during class discussion to write an essay explaining their point of view for the next class, most students would consider this a negative consequence. They would therefore be more likely to speak up voluntarily during the original discussion.

Positive examples

Much of our behaviour is learned through observing how others behave and then trying the behaviour out for ourselves. We watch other students in the class complete a project and we notice that they have a number of strategies for doing so. We adopt some of these strategies and find that it is easier to finish a similar project.

Negative examples

A negative example of modelling behaviour on someone is when the model is inappropriate. If an individual is bullied and yet finds the person doing the bullying as admirable, then the bullied individual will also use bullying behaviour. For example, if the bully is someone to whom the individual looks up—then, even though the individual is abusive, the behaviour is considered to be acceptable.

Reflecting on Learning

- What information in this section really caught your attention?
- What was the biggest surprise about what you learned in this section?
- How does the information in this section challenge or affirm what you know about behaviour and what you see practised in different situations?
- What key information or idea in this section would you be interested in exploring further?

What Are Behaviour Pathways?

“Students who feel valued and accepted, see themselves achieving, feel both physically and psychologically safe in school, are engaged with learning and have a say in what concerns them, are more likely to behave in pro-social and cooperative ways. It is the expression of negative emotion that, for the most part, causes the greatest difficulties in school.”

Sue Roffley

Many individuals who behave inappropriately are unable to explain why they behave the way they do. For this reason, psychologists, behaviour coaches and researchers have come up with ways to figure out why certain behaviours occur.

The way we think and feel impacts the way we behave. Fear or anxiety, for example, might make us think that specific situations are dangerous and we might behave defensively or aggressively, or try to run away from the situation.

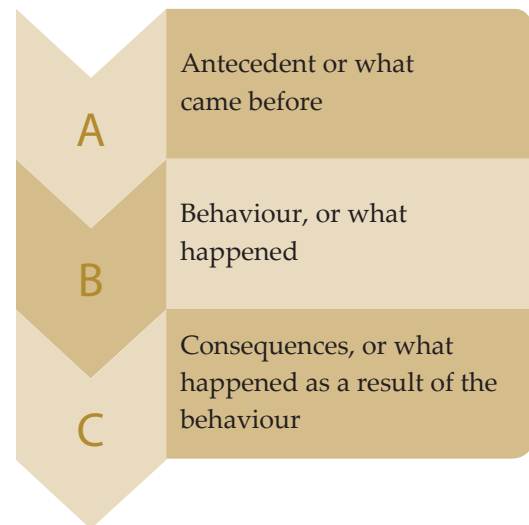
Behaviour pathways models help us to explore behaviour. By mapping out the behaviour, it is possible to:

- see what happened before the behaviour (which helps us understand what the individual was thinking or feeling)
- define the behaviour
- record what happened after the behaviour.

Behaviour pathways take into account the whole situation in which the behaviour took place, including the time of day and who was present. Where the action took place is important for a number of reasons.

- There might be a relationship between the event and the environment.
- You can examine what came before and after the event.
- You can look at what happened and what didn't happen in certain situations.

The ABC Behaviour Pathways model



This model is useful as a way of collecting data about an individual's behaviour. By noting these three paths of a behaviour, it becomes easier to understand why the behaviour occurred. Behaviour usually occurs to get something, to avoid

something or to achieve sensory comfort. By charting the ABCs of the behaviour, we begin to understand which of these goals motivated the individual, and we begin to get a better understanding of the whole context of the behaviour.

A

The antecedent, or what came before, is a way of understanding the context. Where did the behaviour take place? Who else was there? What time of day was it? Antecedents could also include physical discomforts, social context, tasks or activities, interactions with or behaviour of others.

B

The behaviour describes what the individual did. Did the individual scream, shout, punch, disrupt? Carefully consider and describe what happened.

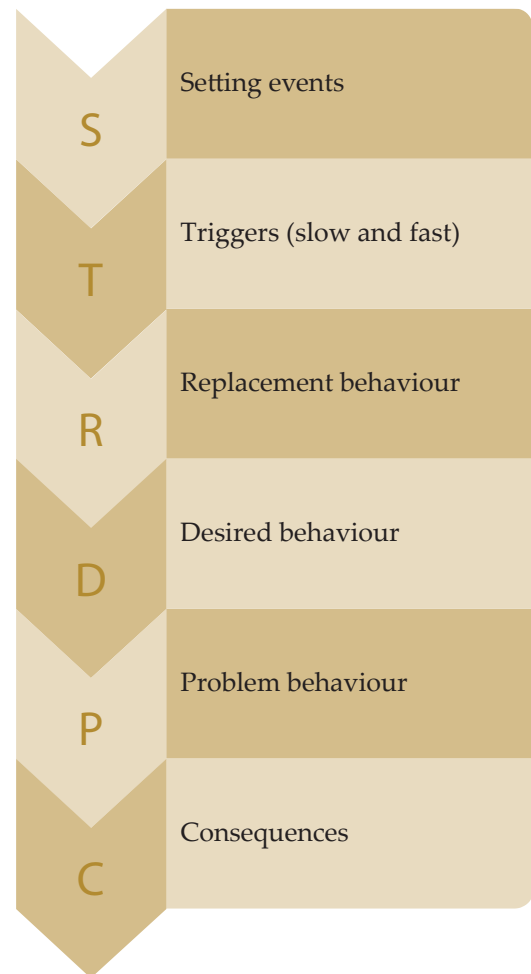
C

The consequences, or what happened as a result of the behaviour, are a way of describing what others did, and what the individual did, after the event. Did others laugh? Did the individual get removed from the situation? By escaping or avoiding the situation, did the individual accomplish what he or she sought to accomplish?

An example would be a young child who is teased by his siblings because he has just had a haircut. The individual's response is to push his siblings out of the way and shout at them to leave him alone. A parent arrives on the scene, warns the child about his aggressive behaviour and talks with the other children about the teasing. Afterward, the siblings apologize, and the child who was teased also apologizes for his aggressive behaviour. They all shake hands.

The STRDPC Behaviour Pathways model

Other behaviour pathways models involve more steps, such as the STRDPC model shown below.



Setting events

Sometimes, factors from some time ago in an individual's life impact how that individual behaves in current situations—for example, when an individual misses the bus and feels upset because he is late for work. These prior situations are called setting events because they have set the stage for the current event. They lower the individual's ability to handle current situations.

Triggers (slow and fast)

A trigger is something that causes something else. It is an event that causes an emotional or behavioural response. In the ABC pathways model, triggers are called *antecedents*. Examples of possible triggers are instructions, teasing or physical discomfort. However, it's not always easy to figure out what triggers an individual's behaviour, and sometimes the individual isn't able to identify what caused it either. Often you may need to know the individual's personal history and his or her current circumstances in order to correctly identify triggers.

Slow triggers result in behaviour at a later time. Some slow triggers could include lack of organizational skills, lack of impulse control, inability to read social situations, difficulty with abstract or metaphorical language or lack of motor skills. Other slow triggers may involve family situations such as ineffective parenting or stress in the family. There might be abuse in the family, or health issues such as lack of sleep, addiction or mental health issues. Sometimes peer pressure is a slow trigger.

Fast triggers could include teasing or difficult tasks such as a considerable amount of writing. Other fast triggers could be getting negative feedback, being told no, or being asked to do something. Fast triggers draw out immediate responses.

Sometimes triggers are difficult to identify. This may be because:

- the individual is experiencing a slow build-up of frustration
- specific sights, sounds or smells might make the individual uncomfortable or might bring back an unpleasant memory.

Replacement behaviour

As mentioned earlier, human behaviour is social. Socially, we belong to a family, a peer group, a community, and so on. Inappropriate or negative behaviour jeopardizes our sense of belonging. Many individuals lack the ability to control their own behaviour. As an educator, community home worker, social worker or behaviour coach, your job will be to help individuals replace their inappropriate behaviours with appropriate ones. Research has proven that behaviour is more effectively changed by offering positive replacement behaviour than by using correction.

You can do this by using one of the behaviour pathways models to identify the triggers and purpose of a specific problem behaviour. The individual is receiving some kind of reinforcement for his or her behaviour, because he or she has learned that it works. The goal of finding a replacement behaviour is to provide positive reinforcement for the new behaviour. The replacement behaviour should serve the same function for the individual, but be appropriate. An example would be replacing shouting at someone with talking in a calm voice. Both behaviours can express anger or frustration, but the shouting is inappropriate and the calm voice is appropriate. The positive reinforcement would be that the individual has still been able to express his or her anger or frustration and others would be more likely to listen to and respond positively to him or her.

Desired behaviour

Quite often negative behaviour occurs because the individual lacks social skills. It may be that the individual wants to behave in appropriate ways but has not had such behaviour modelled by family members, or has not had the opportunity to learn the appropriate skills. The individual

won't be able to respond to either positive reinforcement or negative consequences until he or she learns the desired behaviour.

Some individuals can talk about what they are supposed to do but are unable to act in the way they have described. These individuals need instruction and guided practice to perfect the desired behaviour. Think of learning to shoot a basketball or drive a car. It's possible to describe what has to be done, but it takes many tries to master the skill.

Just as individuals learn to shoot baskets and solve math problems, so can they learn to manage their emotions and act appropriately. Many individuals with behavioural difficulties have missed out on learning social skills that come naturally to others but might not come naturally to them. They also may not know how to regulate their emotions.

At this stage of the pathway, the desired behaviour is identified and the required social skills are mapped out. Then a support plan can be developed.

Problem behaviour

Some individuals refuse to reduce the intensity of their behaviour. What starts as aggressive behaviour gets worse. Not only are others at risk, but the individual is in danger of hurting himself or herself.

Organizations, including schools and community homes, typically establish policies and procedures for dealing with such behaviours. These policies should establish procedures to both prevent and manage the at-risk behaviour.

To keep everyone in the organization safe, the staff need to:

- develop an individual behaviour support plan to address problem behaviours in a step-by-step manner
- focus on preventing the behaviour and on developing replacement behaviours

- include plans for addressing similar situations in the future
- train staff who are involved to use nonviolent crisis intervention—this training is an intensive course taught by a qualified instructor
- develop a communication plan that ensures staff can directly communicate with each other, through intercoms or cell phones, for example, using a code word for the type of help they need
- develop a communication plan to let parents, guardians or others know what has happened.

Consequences

Human behaviour is influenced by the positive or negative consequences that follow the behaviour. Positive consequences reinforce behaviour and encourage the individual to repeat it. Negative consequences could prevent the behaviour from recurring. However, this is not always the case. When using a behaviour pathways model to work with an individual, it is important to note the effect of the behaviour's consequences.

An individual can learn from negative consequences. When an individual is disruptive in a group setting, the goal is to receive attention, so any attention—even negative consequences—reinforces the behaviour. For example, if an individual is criticized for disrupting the group, that person has learned one new way of getting attention.

Individuals learn behaviour through consequences, but they also learn through observation and through feedback from peers and others (including behaviour coaches or educators). So even though research supports the effectiveness of offering positive replacement behaviour, there will be situations when correction works better for teaching an individual about problem behaviour and its consequences.

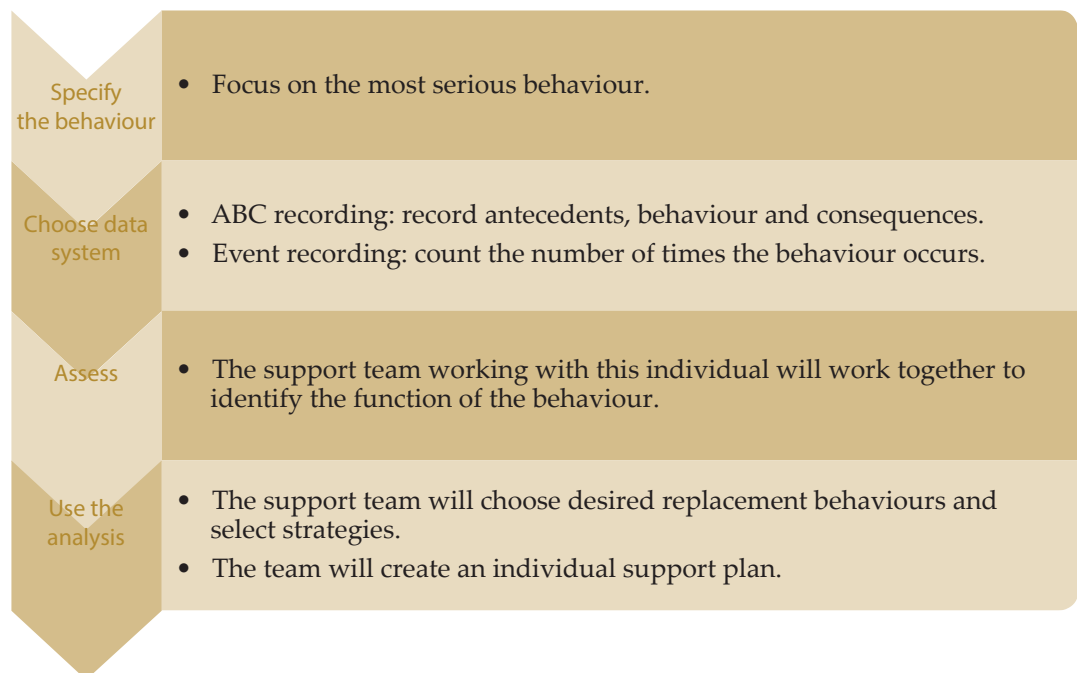
Mapping the pathways of specific behaviours

To map the pathways of specific behaviours, you need to collect data that will help you understand the purpose and context of the behaviour. That data will help you choose specific strategies for addressing the problem behaviour. Collecting data will also help you recognize when the behaviour is improving.

You will need to collect data about specific behaviours for three to five days, or over

a longer period for behaviours that don't occur frequently enough within that time. Make sure to collect data about the behaviour's antecedents and consequences. It's also important to keep collecting data after you have the three to five days' worth of baseline data, because ongoing data collection will tell you how well any intervention strategies are working.

The chart below shows one way of using data to map a specific problem behaviour.



A sample process that could be used for mapping the behaviour pathway follows.

1. Choose the ABC recording data system.

Name of individual _____ Date _____

Target behaviour _____

Time and Setting	Antecedents	Behaviour	Consequences
Social Studies class	Fast triggers: The teacher gives the class a unit test. Slow triggers: The student is anxious about test-taking and also has difficulty controlling his or her impulse.	The student talks loudly to himself or herself at his or her desk, mumbling that he or she does not know the answers and the questions are stupid anyway.	The teacher warned the student to work quietly and independently. The teacher asked the student to leave the class.

2. Identify the behaviours that need to change. With this example, the individual's behaviour is inappropriate to the task. The individual needed to work quietly and not disrupt others. The data about this individual's behaviour would have to be recorded over several days to identify other ABCs.
3. Define the behaviours. Once the data was collected, the individual's support team would work together to identify the inappropriate behaviours and to agree on how they will describe these behaviours (for example, "speaking out of turn" or "lack of impulse control").
4. Identify the environmental and social factors.
5. Analyze the data to determine how the behaviour repeats in different situations. Talk to the support team—including the individual and, if appropriate, his or her parents—about what the individual wants and needs.
6. Determine the function of the behaviour.
7. Decide on replacement behaviours.

Some behavioural impacts of change

Understanding the way consequences affect behaviour is a starting point. It is also important to look at details in the individual's physical and social environment. Personal and situational changes that can impact an individual's

behaviour may include health-related, school-related, communication-related, environmental or social variables. Here are some specific ways in which changes might show in each area.

- Health-related: allergies, illness, fatigue, change in medication, mood, hunger.
- School-related: unexpected changes in routine; difficult tasks; lack of choices; topics or activities that are not engaging.
- Communication-related: new or unfamiliar language or terminology; cultural cues that may be unfamiliar or absent.
- Environmental: too noisy, crowded, uncomfortable seating, traffic jams in hallways, confusion about assignments.
- Social: lack of attention, from staff, from other individuals; preferred or non-preferred peers or group activities; changes in staff; the physical proximity of others.

Note which variables are affecting individuals and suggest ways of improving the situation. For example, let individuals know in advance when there will be changes in routine; pace instruction and activities and allow individuals to have some choice about how to carry on with their work.

Reflecting on Learning

- What information in this section really caught your attention?
- What was the biggest surprise about what you learned in this section?
- How does the information in this section challenge or affirm what you know about behaviour and what you see practised in different situations?
- What key information or idea in this section would you be interested in exploring further?

Strategies That Support Positive Behaviour

“Small things done consistently in strategic places make change happen.”

Cile Chavez, Author

Research has shown that we can understand the following about individuals' behaviours.

- Behaviour is learned and therefore can be unlearned.
- Each individual is unique and therefore requires an individualized approach based on the purpose or function of the individual's behaviour.
- The first step of an intervention is to identify the purpose or function the current behaviour serves.
- Behaviour is influenced by the type of reinforcement received or by other consequences that result after the behaviour occurs.
- Observational data is needed to determine the function of the behaviour and the effects of antecedents and consequences surrounding that behaviour.
- The function of a behaviour needs to be understood in order to select appropriate intervention strategies.
- Altering the setting or environment may improve an individual's behaviour.
- Data collection will help make informed decisions about the foundation for working with an individual's behaviours.
- People working with individuals who have behaviour difficulties can build

their capacity to support the learning of these individuals by observing and understanding behaviours, using positive behaviour supports, and matching strategies to the individual's needs.

A number of strategies can support positive behaviour. These include:

- mixing old activities with new activities
- redirecting to a different activity
- offering choices
- providing visual information
- taking active breaks
- using relaxation techniques
- recognizing stressful activities
- providing more attention and assistance
- providing positive feedback for preferred behaviours
- providing cues—visual and verbal
- setting clear expectations.

Redirecting to a different activity

When a potential conflict situation is about to occur and the inappropriate behaviour is of low intensity, it can help to redirect the individual's attention to an activity other than the one creating the issue. For example, using a calm, businesslike voice, invite the individual to have a conversation with you about something else. At all times, this type of intervention should be courteous and respectful. The goal is to redirect the individual to more positive activities, not to have an argument. For example, inviting an individual to go for a walk can help an individual burn off excess

energy. Ignoring negative behaviour such as pencil tapping at a group meeting and asking the individual to help distribute handouts is another example of redirecting to a different activity.

Visual Cue	Purpose
A daily schedule and major task list posted inside the individual's locker or work space	To keep the individual on track —following the routine and keeping up with assigned tasks
A symbol of a certain skill	To represent specific skills that could be useful for a task or situation.
A sign to be calm and relaxed	To remind an individual to breathe and remain calm when emotions threaten to overwhelm him or her—for example, to visualize a calm place such as a garden.
Breathing demonstrations	To help individuals centre themselves with a calming exercise. For example, have the individuals stand with their hands loosely at their sides and imagine their in-breath going all the way down to the soles of their feet and the out-breath going out through the top of their head. Ask individuals to keep their body—including their hands—relaxed, and to repeat the long breaths several times.
A photo or video of the individual	Sometimes individuals benefit from seeing photos or a video of themselves behaving in positive ways. They can observe a replacement behaviour in action.

V	Visualize: Create a picture in your mind.
I	Image: Use an image to create your mental picture. The image can be a living thing, such as a tree or a turtle.
S	Symbol: Ask what it symbolizes for you—for example, a turtle image suggests “slow and steady wins the race.”
U	Use your imagination: The turtle has a strong shell. It can retreat inside for awhile and emerge later, feeling better.
A	Act on it: Imagining the turtle, you can act in a way to remind you of its strengths. For example, intertwine your fingers with your thumbs and baby fingers sticking up. Cool down by blowing on each of the four legs of the turtle.
L	Location: Name the location of your goal and seek it in your mind. Create an image of the place where the successful outcome is.
I	Imagine successful experiences: Remembering and visualizing positive experiences helps you bring that same sense of accomplishment to new tasks.
Z	Zero in: Zero in on the single image that you want to use today. Focus on the image for a few minutes each day or at several times throughout the day to remind you of your purpose.
E	Emotions: Bring positive emotions into your mind when visualizing your image.

Visualization is an important strategy for coping with stressful situations, for imagining how a positive scenario would look and for creating self-talk that identifies and reinforces solutions and/or positive thoughts.

Taking active breaks

Some individuals are at their best in the morning; others are at their best in the afternoon or evening. To accommodate everyone, you may be asked to help plan

some frequent, active breaks.

There is positive reinforcement in a change of activity. When the break is active, involving the physical body, there can be greater benefits. However, it’s important to note that some active breaks stimulate the nervous system when the students need to regulate. Some breaks are more interesting than others, so it helps to mix these up as well. Examples include:

- standing and stretching

- going outside
- taking a visualization break
- performing the breathing activity
- reading aloud to one another
- doing a short written assignment
- working with a partner.

An interactive white board or even a laptop computer can be used to set up visual breaks for individuals or groups. Use interesting photo slide shows or motivating short videos to create relaxing breaks from routines that give individuals an opportunity to relax, refresh and refocus.

R	Relaxation: Relaxation is possible throughout the day. It is energizing and calming. One simple way to relax is to give a full body stretch, from fingertips to toes.
E	Eat slowly: At snack time or lunch time, remind individuals to think about where their food came from and what it will be doing in their bodies—how it will be fuelling their day.
L	Listen to soothing music: Using music promotes relaxation. However, each individual will have a different idea about soothing music so, where possible, encourage the use of headphones for this activity.
A	Act with a stress ball: Have individuals massage the stress balls in their hands. Remind them to keep the balls in contact with their hands at all times.
X	Extra time: Make sure individuals take extra time to get assignments done. If they think of the deadline as being a day earlier than the one that is actually set, they can relax, knowing they have finished with extra time.
A	Alternate with box breathing: Box breathing is another type of breathing exercise. Breathe in for a count of five; hold for five; breathe out for a count of five; hold for five. Repeat.
T	Tense and release: Deliberately tensing the muscles in the body and then releasing the tension helps students realize they have been carrying stress. It also helps them relax the tenseness away.
I	Images: Use crayons or pencil crayons to draw.
O	Open the chest: Use yoga poses to open the chest. Many times shallow, tense breathing and sitting at desks or computers can cause the chest to close up. Stand and grasp the hands or elbows behind the back. Hold for 30 seconds and release, then repeat.
N	New words: Invite individuals to think of new words—a phrase from a song or a positive message they can repeat to themselves. Then have them close their eyes and repeat the phrase five to seven times. Repeat this throughout the day.

Relaxation activities

The breathing exercise described earlier is but one relaxation activity that can be used. Other examples are presented below.

Recognizing potential stresses

You will need to develop some skills at observing and recognizing problem behaviour. There are many cues you can watch for. De-escalating many of the stressful situations can improve the environment for everyone.

The following strategies are useful if you are monitoring or supervising behaviour of a large group engaged in a specific behaviour, such as a recreational activity.

Look at individuals' behaviours, not just their activities or physical appearance. Watch for subtle contextual, physical or behavioural clues that may be signs of distress.

Look at the big picture, not just at one individual or activity but at how people are interacting.

Identify and attend to signs that are typically associated with negative behaviour. Watch for activities breaking up for no apparent reason; individuals frowning and gesturing to others, perhaps angrily; individuals seeming to shrink back from a peer or peers; quick, rough movements for no apparent reason; someone running away from a peer or peers; frightened looks; or someone making a fist or obscene gesture.

Listen. Verbal cues may also indicate negative behaviour. While scanning, listen for angry or plaintive tones of voice, arguing, or panicked and bossy voices or commands.

Recognize potential trouble spots and scan them often. For example, if a particular activity frequently leads to verbal and physical aggression, staff need to keep an eye on this activity and watch for warning signs. (Has the game stopped? Is someone holding the ball and keeping it away from others?) Analyze the data to identify problem areas, as they will shift throughout the day and throughout the year.

Recognize situations that may precede problem behaviour. Problem behaviour such as aggression is typically preceded by arguing, rough play, high states of arousal, unsportsmanlike conduct and over-competitiveness. Recognizing these precursors and immediately reinforcing appropriate behaviour can often prevent the situation from escalating.

Identify physical areas that typically cannot be seen and ensure that they are regularly supervised. These areas might include washrooms, seldom-used hallways and parking lots.

Know individuals who have been identified as having particular difficulties. Informally check in with them to give feedback and prevent problems.

Minimize the time spent dealing with problem behaviour. Maximize movement and scanning opportunities. If you can't solve a problem or correct a behaviour in two minutes or less, refer the problem to a prearranged place. If the problem is not severe and the solution can wait, defer lengthy intervention until an appropriate time. Then finish your discussion with the individual in private. When problems are identified, solve or correct them quickly, fairly, consistently and as privately as possible. Then move on.

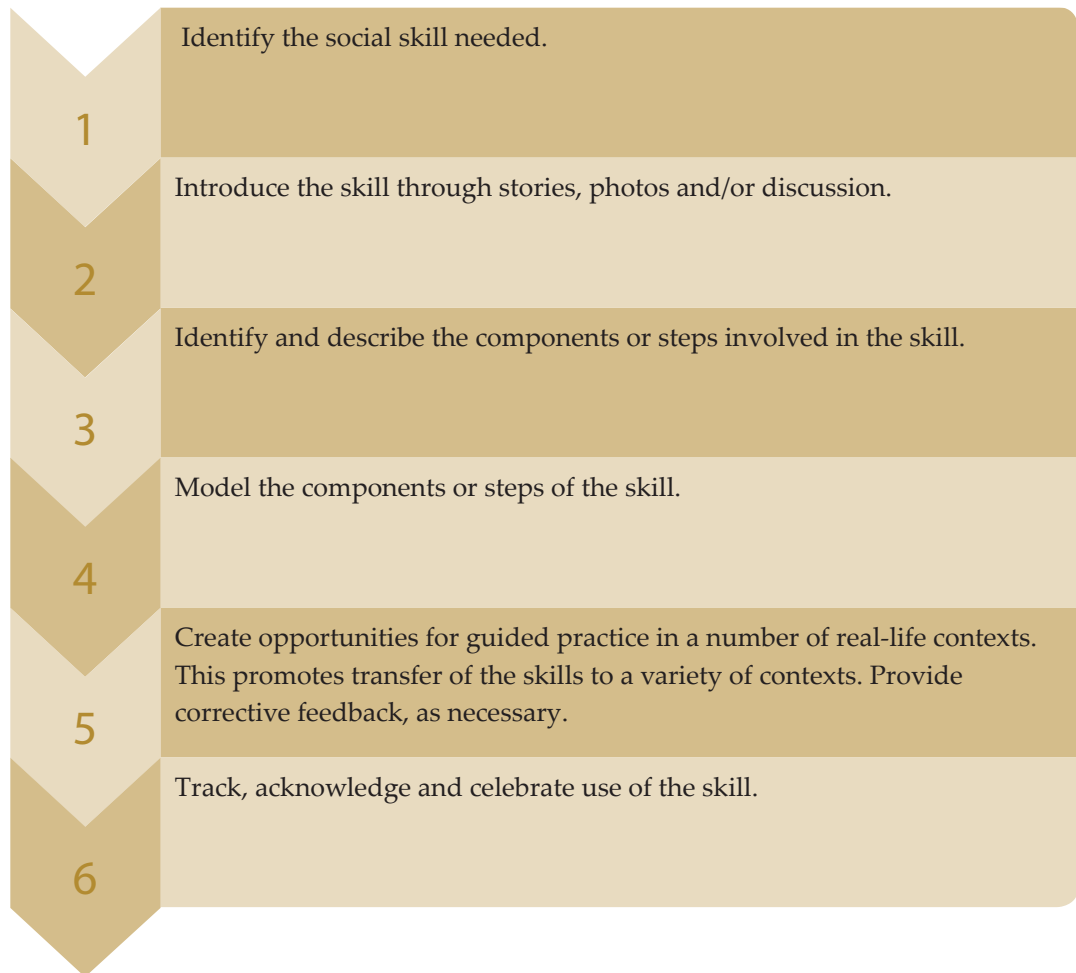
Providing support

Develop social skills

You can provide support to individuals or small groups by helping them develop their social skills. What are social skills? These are skills that everyone

uses every day to get along with other people. It takes skill to understand what is taking place in a social situation and to participate in a meaningful way. Individuals with well-developed social skills are better able to manage conflict. They can make decisions that respect all the people involved in the decision.

Six Steps to Teaching Social Skills



Some individuals develop strong social skills more naturally while others require direct teaching and guided practice.

There are sequential steps you can take to teach social skills, including modelling and role-playing. When individuals have

the opportunity to use a new skill in a role-playing situation, it can become a new, learned behaviour. Examples of social skills you might develop are listed in the following chart.

Skills to use for learning in a variety of contexts	Skills to use for making friends	Skills to use for dealing with feelings	Skills to use as alternatives to aggression	Skills to use for dealing with stress
<ul style="list-style-type: none"> • listening • asking for help • saying thank you • bringing materials to class • following instructions • completing assignments • contributing to discussions • offering to help an adult • asking a question • ignoring distractions • making corrections • deciding what to do • setting a goal 	<ul style="list-style-type: none"> • introducing yourself • beginning a conversation • ending a conversation • joining in • playing a game • asking a favour • offering to help a classmate • giving a compliment • suggesting an activity • sharing • apologizing 	<ul style="list-style-type: none"> • knowing your feelings • expressing your feelings • recognizing one another's feelings • showing understanding of another's feelings • expressing concern for another • dealing with your anger • dealing with another's anger • expressing affection • dealing with fear • rewarding yourself • learning how to leave an activity • learning how to refuse an invite 	<ul style="list-style-type: none"> • using self-control • asking permission • responding to teasing • avoiding trouble • staying out of fights • solving problems • accepting consequences • dealing with an accusation • negotiating 	<ul style="list-style-type: none"> • dealing with boredom • deciding what caused a problem • making a complaint • answering a complaint • dealing with losing • showing sportsmanship • dealing with being left out • dealing with embarrassment • reacting to failure • accepting no • relaxing • dealing with group pressure • dealing with wanting • something that belongs to another person • making a decision • being honest

Small group instruction

Small groups can be effective settings for teaching social skills. They give individuals the opportunity to practise the new skills. They also allow you, as a coach or educator, to provide extra attention to more than one individual at a time.

Small groups provide opportunities for

growth and development. Individuals can share with one another. They can learn more about each other as they practise social skills and share experiences. Individuals can learn to set goals for group work and bring together support from their peers. The whole group can assess its progress toward achieving goals. In addition, group work creates opportunities

to set ground rules for the group that reinforce expectation of positive behaviour and create positive reinforcement.

If there are problems in the group, it is important for you, as coach, to facilitate problem solving by encouraging participants to:

- take turns participating in discussion
- listen to one another
- explore issues and strategies to resolve the issues
- share experiences and solutions
- transfer skills outside of the group, using the skills in real-life situations.

Encourage creation of a circle of friends

Sometimes individuals are too shy or vulnerable to feel comfortable in a group, yet they still would greatly benefit from having more social interaction. The idea behind building a circle of friends is that the facilitator speaks to the individual who requires support and asks that person if they would like to have a circle of friends formed for them. Then the facilitator works with a select group of about six people to be a circle of friends, or peer support group, for the individual. These volunteers may befriend the individual in the playground or in a variety of contexts. The entire circle, including the individual being supported, meets regularly to talk about how things are going.

Teach self-advocacy skills

Another way of providing more attention and assistance to individuals with behavioural disabilities is to help them develop their self-advocacy skills. These are the skills people use when they are looking out for themselves. These skills give power back to those who feel helpless and/or powerless. Examples of self-advocacy behaviours are:

- asking for help
- setting goals

- asking for help in meeting the goals
- working to achieve the goals.

Individuals with self-advocacy skills are more independent and self-reliant. It might not seem that way at first, because they are asking for help. Remind individuals that it takes a great deal of self-knowledge to know what they need in the first place. Setting goals, and knowing steps must be taken to achieve them, requires that a person take positive action.

Providing an easy or preferred task

Create opportunities for success. Sometimes individuals find it difficult to stay on task for more than a few minutes at a time. The idea here is to be positive and to reinforce the individual for having stayed on task for those few minutes. As the individual approaches the task again, encourage him or her to stay on task for a few extra minutes, building stamina through lengthening the amount of time spent on task as the days go by. By taking the task in small segments, you can help him or her build the strength to stay on task for a longer time until he or she is able to stay on task as long as required. For some individuals, it is also helpful to mix a task they do well with a more difficult task or one that they are just learning.

Providing creative activities

Often it is emotions and the challenge of managing them that can be a trigger for a problem behaviour. Learning more about emotions can help individuals become more proficient at managing their own behaviour. Some activities that can help individuals express emotions include play, music, art, drama and movement.

Playing, singing and listening to music with a group or in a one-on-one situation can promote a sense of well-being and build self-awareness and self-esteem. As feelings are evoked by the music, the

individual can either express these feelings or simply note their existence and let them go. This is a great tool for working with individuals who would rather use music than talk about their feelings.

Art sessions are another way to foster self-expression, personal growth and an understanding of emotions. Using materials such as paint, pen and pencil, clay, coloured tissues and magazines, individuals can work independently, in pairs or groups to respond to prompts, explore current emotions or express individual emotions.

Drama and/or dance activities encourage a more physical expression of the self. These types of creative activities offer experiences for individuals to explore attitudes, values and emotions. They also allow individuals to try out different ways of acting, behaving and moving their bodies.

Journaling or making a scrapbook are other activities that can help individuals explore their own emotions and behaviours. Students have control over the activity because they own the project and it is about them. They can record events using words, hand-drawn pictures, magazine clippings and so on. As coach, you can encourage individuals to use statements about themselves that help them know themselves better.

Once you get to know individuals and their different ways of learning, you can help them succeed by providing activities that utilize these specific strengths and interests.

Providing positive feedback for preferred behaviours

Build positive relationships

When you build a relationship with an individual by providing positive feedback about his or her behaviour, you can make a significant difference in that person's life. This is true for a relationship with any individual, but is even more significant

with individuals who have behavioural disabilities. When you build a positive relationship with an individual, you become a role model to them. This can help with the individual's sense of belonging and self-worth.

You can build positive relationships by:

- making it a habit to recognize when individuals are doing well or have accomplished a goal of some sort
- noticing individuals' strengths and interests—for example, you could set a goal for yourself to identify five strengths and interests for each individual with whom you work. Some examples you might note could be that the individual reads well, is polite, gets along with others, has musical skills and is a leader. For your own process of noting the individual's strengths, you could choose a different strength each week, reinforce that behaviour consistently for the week, and then the next week go on to reinforce another strong behaviour
- creating opportunities for the individual to share his or her strengths and talents with others
- avoiding criticizing individuals in front of their peers.

In addition, look for opportunities to share positive information about these individuals. This could include telling other staff members about the positive traits you've noted in specific individuals, because they may not have noticed or realized what you have discovered.

Notice positive behaviours

Positive feedback reinforces positive behaviour. In fact, some researchers suggest that the ratio of positive to negative feedback should be four to one. In other words, to support a behaviour, four instances of positive reinforcement should be offered to every single instance

of negative reinforcement. As a behaviour coach or support worker, you will have to look for positive behaviours so that you can reward them.

The penny transfer technique

This is a simple strategy for shifting your focus from problem behaviour to positive behaviour.

1. Take five pennies and place them in your pocket.
2. Identify individuals who regularly need prompting and reminders. Choose an individual whose behaviour is interfering with learning.
3. Every time you are able to verbally encourage that individual for something he or she does well, transfer a penny to your right pocket. Your goal is to move all five pennies to the right pocket by the end of the day.
4. Repeat this exercise each day for two weeks. After one week, take a few minutes to reflect on how this strategy has affected your behaviour—for example, are you beginning to automatically notice the positive behaviours of more individuals?
5. Evaluate whether your adoption of this technique has changed the behaviour of the individual.
6. Determine what kind of data you need to collect to answer this question.

Use your sense of humour

Some researchers have noted that people who use humour when working with others are not only more effective, but have a more relaxed atmosphere in their own work space. It helps to lighten situations and your own thinking, too, if you can see the humorous side of things. A sense of humour that heals a situation requires you to be sensitive to the situation and to be respectful. The humour should be good-natured. This will bring people closer together. Telling jokes is not the only way

to display a sense of humour. It's really about being relaxed about your work, having an upbeat attitude and expecting life to have twists and turns. However, be careful to not use sarcasm—it can be very hurtful.

Realize you can make a difference

Believing in yourself goes a long way toward letting others know you believe in them. When you have the attitude that you are making a difference in their lives, people will naturally respond more positively to your feedback. By sharing aspects of your life with others you can demonstrate that you are confident about the choices you are making and the way you are living your life. For example, telling a group about a funny story that happened to you while you were on a bike ride with a friend lets them know something you do for fun, that you have a sense of humour, the kind of friends you have and that you value keeping active.

Make expectations clear

Be aware of the rules for behaviour so that you can apply your positive feedback when the rules are being followed. Help individuals understand what general rules and expectations might look and sound like. For example, classroom rules may be general and some individuals may have difficulty interpreting them. It may help to talk through the rules, model them and provide concrete examples. These might be streamlined into a few main concepts. (See Setting Clear Expectations, later in this chapter, for more details about this technique.)

Be organized

Be on time, complete tasks on time and keep things clean and orderly.

Be cooperative

Listen to others and follow directions.

Be kind

Use encouraging words with others.

Be safe

Make good decisions so others feel safe and welcome and so that you do not get hurt.

Use positive language

Use positive statements when describing rules. Rather than saying “Don’t run in the hallways,” say, “Please walk in the hallways.” Of course, when describing the preferred behaviour, you will talk about running, but will emphasize the preferred behaviour. By modelling the behaviour and ending the discussion about the behaviours on a positive note, you will reinforce the expected outcome of walking in the hallways.

When you are talking with or about individuals with behavioural disabilities, use positive language that respects the person. Use hopeful language rather than depressed or negative language. This is one way to overcome negative attitudes about the individual and the behaviour. Respecting individuals builds hope and positive attitudes. When in public, make it a point to never talk negatively about an individual and family; instead speak positively about what they can do, focusing on strengths and solutions.

Consider the person first, then the behaviour or disability

Remember to use terms such as “person with behavioural disabilities” rather than “behaviour disabled person.” Terms such as “behavioural disability” are adjectives that describe one aspect of a person, not a noun that names the person.

Recognize that every person is unique

People with behavioural disabilities each come from distinct backgrounds and have individual strengths and needs. Avoid stereotyping all people with behavioural difficulties as having the same characteristics.

Focus on facts

Avoid being judgemental or emotional when talking about people with behavioural disabilities. Stick to the facts when describing behaviours, triggers and consequences.

Providing cues—visual and verbal

Cues are signals that something is going on. They add to our general understanding of what is being communicated. There are many ways to promote positive behaviour by using cues. To increase positive behaviour it may be necessary to increase the number of cues you use.

We are providing cues all the time when we use body language. When you gesture with your hands while talking, you add more expression to what you are saying. When working with individuals with behavioural disabilities, move close to them when you are giving instructions or talking. That way the individual can be closer to the action and take more meaning from the visual and verbal cues that you are providing. For the same reason, it’s often best to locate individuals with behavioural disabilities away from windows where there are visual distractions, and away from the door where there are auditory distractions.

Verbal cues, such as the tone of voice you use when speaking, can communicate the level of stress or of caring you are feeling. If you speak in a calm tone of voice, even during conflict, you are more likely to defuse the situation and give the impression that you are in control. If you speak in a businesslike tone of voice, people will know that you expect them to behave appropriately. Speaking rapidly can convey stress, while speaking with great slowness can convey disrespect. Sometimes, speaking softly is the best way to get attention because people have to be quiet and pay attention in order to hear what you are saying.

If you are having difficulty getting attention from a noisy group, it might be better to use a visual cue. With groups, a visual cue can be very effective. For example, if a group is working on a project and the noise level is increasing, rather than trying to be heard above the noise, you can raise your hand, as a visual cue. When they have been taught the meaning of this visual cue, group members will respond with the quiet you need so that you can be heard when you speak.

Cues to signal for attention

As described above, a raised hand can signal that quiet is necessary and you can gain the attention of the group. It's also an opportunity to offer positive feedback by thanking the group for their attention, and then telling them what you need to say.

Cues for transitions between activities

To help relieve the stress of the many changes that can occur over the course of a day, prepare individuals in advance for the day's routine. In addition, use cues to let them know there will be a change from one activity to another in order to help them adjust and make the change.

- Use cues to signal when it's time to take a break or return to work. You could use a verbal or an auditory cue, such as a timer or a chime. Music is another appropriate auditory cue that can signal a change in routine.
- Use cues to signal the approach of a transition. For example, you could say, "You have five minutes to finish what you are doing."

Cues for procedures

Visual cues such as flip charts or coloured cards can be used for different activities. For example, during group work a green card could be posted that lists the expectations

for group behaviour. During individual work time, an orange card could be used to signal that quiet is expected. During free time, a blue card could be used to signal that now is the time for socializing and sharing with others.

Setting clear expectations

Use a step-by-step approach

Following is an example of a step-by-step approach to communicating and teaching the specific hallway behavioural expectation of maintaining a reasonable noise level.

1. Post behavioural expectations where they are visible to everyone. For example: "Use quiet, 'inside' voices."
2. Discuss the behavioural expectations.
3. Demonstrate "loud voices" and "quiet voices" so individuals learn to identify the difference.
4. Model and practise behaviours in a variety of locations, including the classroom, playground and cafeteria.
5. Encourage and reinforce behaviours throughout the day. Correct individuals as necessary by reminding them of the expected behaviours.
6. Measure the impact of the systematic intervention by comparing baseline data (for example, noise levels before intervention) with current behaviour.

Communication ideas

Behaviour rules should be simple, positively stated and written out and posted where they can be seen. Not knowing the rules will be no excuse for inappropriate behaviour. When everyone is aware of the simple rules, it becomes easier for individuals to behave appropriately.

It's a good idea to review specific behaviour expectations and to provide consistent and friendly reminders for specific situations. For example, when travelling from one part of the building to another for a special event, review basics such as:

- how to walk (quietly and at what pace)
- with whom to walk (by themselves or with an assigned partner, in the middle of the line or at the end of the line)
- where to walk (on right side of the hall).

Selecting strategies to support positive personal behavioural change

Managing behavioural disabilities is very much about teaching individuals to manage their own behaviour. By self-regulating, self-advocating and self-managing, individuals grow in awareness of their own personal behaviours.

One way of helping individuals build this awareness is by charting their behaviours and then sharing the results with them. For example, a nutritionist used this process

to help a young person get to a healthy weight. The young man wasn't sure why he was overweight, but he wanted to change. The nutritionist asked him to chart everything he ate for three days. Then he and the nutritionist sat down with the information and reviewed it. They identified types of foods that contributed to weight gain and times of day when he ate a lot of junk food. Together they came up with a plan to help him recognize when and what he was eating. Awareness was the first step in changing his eating habits and, eventually, to reaching his goal of a healthy weight.

As you work with individuals to chart their own behaviour, you help them move from negative behaviours to positive behaviours. Charting is a visual reminder that can promote positive change because, together, you identify goals for each negative behaviour. By charting, you identify exactly which antecedents, behaviours and consequences need to be addressed. As awareness of the triggers and behaviours

Sample Behavioural
Expectations for the School
Playground

	Be Organized	Be Cooperative	Be Kind	Be Safe
Playground	<ul style="list-style-type: none"> • Respond promptly to bells • Bring in equipment and belongings 	<ul style="list-style-type: none"> • Listen to all supervisors • Respect others' space and property • Take turns • Choose teams fairly • Follow game rules 	<ul style="list-style-type: none"> • Use kind and encouraging words • Include others 	<ul style="list-style-type: none"> • Use equipment safely • Stay in perimeter • Think before you act • Keep your hands to yourself

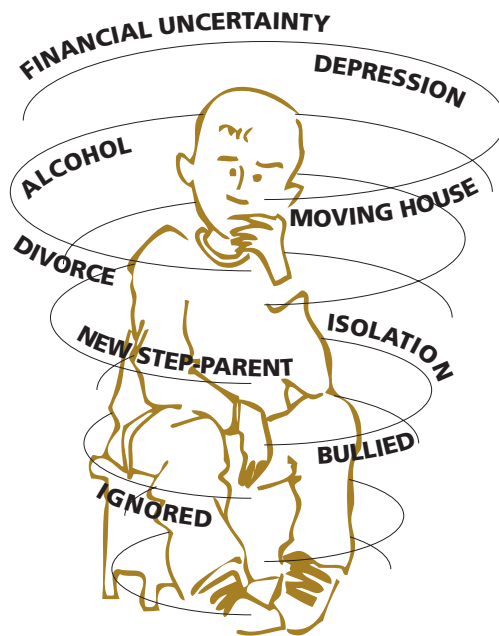
grow, the individual begins to develop positive traits. These include:

- sense of self-worth
- self-advocacy skills
- self-regulating of emotions
- responsibility
- social skills.

Every individual is unique. That's why you need to work one-on-one to develop specific strategies based on a map of specific personal behaviours.

Recognize that family issues play a role in behaviours

Individuals have a variety of family contexts, issues and experiences. Many of these issues contribute to behavioural problems.



Behaviour and school-aged children

Kindergarten and elementary school-aged children with behavioural disabilities are often more open to change. When school staff teach positive behaviour expectations and reinforce positive behaviour, the

results are often visible early in the year. These students are typically willing to learn the school's behaviour rules and can learn new social skills. Teaching students how to get along with one another provides them with wide-reaching skills that make learning possible. They can learn to share, to listen, to wait and to use positive language when they speak. Some young students may not know how to relate to adults; positive interactions with school staff can teach them, by example, that adults are approachable and interested in them. They can learn about positive ways to get attention.

Challenges older children may present

By the time students transition to junior high and high school, new anxieties may cause behavioural issues to resurface. You can help ease the transition to high school by providing orientation visits and tours. When students feel more comfortable in their surroundings—for instance, knowing how to get from one class to another and to their lockers—some of the tension eases.

Another transition strategy you could provide would be to help develop peer support groups. Making and keeping friendships takes on a new importance for junior high and high school students. Having moved to a new school, they have lost some of their former friends who have not moved on to the same school. Also, there are many new people to meet. Again, the issue of belonging arises. In addition, students have more questions about their identity and values. Learning becomes a challenge because the way schools at this level operate is different from the way elementary school operates. Students are expected to be more independent. Sometimes the learning itself causes difficulties and this in turn creates or brings

Behaviour	Possible Motivation	Strategy
Refusing to speak	<ul style="list-style-type: none"> • not listened to at home • afraid they will be laughed at • lack of confidence or practice • trauma of some sort 	<ul style="list-style-type: none"> • circle time (with a small number of students), offering each student a brief time to speak • games and structured activities used during circle time to progress from non-verbal (smiles or nod, voting with thumbs up) to verbal communication
Refusing to pay attention	<ul style="list-style-type: none"> • may not have been read to at home • may have a medical reason • may not have practise listening and focusing 	<ul style="list-style-type: none"> • start with short stories to develop interest and attention for brief time spans • break assignments into smaller tasks • use cueing and checklists to keep student focused on the outcome
Refusing to participate	<ul style="list-style-type: none"> • fear of getting it wrong • fear of being laughed at 	<ul style="list-style-type: none"> • provide a safe place in group activities where mistakes are used as learning tools and building blocks
Inability to make friends; bullying	<ul style="list-style-type: none"> • lack of social skills • bullied 	<ul style="list-style-type: none"> • teach social skills; rather than criticize • teach assertiveness and the difference between assertiveness and aggression
Acting silly	<ul style="list-style-type: none"> • fear of getting it wrong (would rather be seen as silly than stupid) 	<ul style="list-style-type: none"> • teach that it is okay to make mistakes • create opportunities for light-hearted activities
Fearful	<ul style="list-style-type: none"> • may have family issues that lead to the feeling that he or she has no control over tragic or sad events 	<ul style="list-style-type: none"> • provide safe environment • provide positive reinforcement

forth behavioural disabilities.

If you have the opportunity to work with a group of junior high or high school students, a number of group activities can support their positive behaviour. Some of these are listed below. These activities can be used in other contexts as well, including community homes, day camps and sports teams.

Talking circles

These activities will:

- promote listening and attention skills
- support students in thinking about their identity
- help students reflect on their learning.

All circles begin with a statement of the principles.

1. When one person is speaking, everyone else listens.
2. You may pass if you do not want to say anything.
3. No put-downs are permitted.

Choose a topic or statement to respond to and take turns going around the circle and having each person take one to three minutes to talk.

Sentence completion

"If I weren't me I would like to be ..."

"I know someone is listening to me when ..."

Listening to learn: small group activity

Divide the circle into six small groups. Each group talks about the best learning experience they can remember. They then brainstorm answers to the following questions, with one person writing down the answers.

- What things help you learn best in the classroom?
- What can a teacher do that makes a difference?
- What can friends do to support your learning?
- What can each person do to get the most out of learning?
- What do you think and feel when you have learned something new and interesting?

Reflecting on Learning

- What information in this section really caught your attention?
- What was the biggest surprise about what you learned in this section?
- How does the information in this section challenge or affirm what you know about behaviour and what you see practised in different situations?
- What key information or idea in this section would you be interested in exploring further?

“Alberta students ... use their talents and passions to contribute to their communities and manage their strengths and areas in need of improvement.”

Framework for Student Learning
Alberta Education, 2011, p. 5

Having a job means developing the skills for that job. These include basic skills such as presenting a professional appearance, managing your time and being friendly. The individuals you work with will appreciate it if you dress up for them, and the staff will appreciate that you are presenting yourself as a professional.

Beyond the basic skills of dressing appropriately for the job, you will need management skills. At the same time, you want to be real—to be who you are. By being true to yourself you are most accessible to the individuals you support, who will recognize that you are comfortable with yourself and with them.

You can share stories about your life, perhaps by telling the story of how you bought a particular jacket, and what the sales clerk was like or the decisions you had to make when you chose this particular jacket. Or you could tell the story of how you received a watch for a birthday gift, and a bit about the person who gave you the gift and about how special the watch is to you. Little anecdotes about yourself help others feel comfortable around you and make you seem more like someone they can approach

and talk to.

Communication Skills

Human beings are social animals and we communicate in many ways. We can learn more about how to communicate with each other. One exercise you should do regularly is to spend a little time thinking about what you communicate. Even when we try to communicate as plainly and simply as possible, there is room for error and misinterpretation. That’s why it’s important to keep a sense of humour—what you think someone is telling you may not be their message. It takes a lot of effort to understand and to be understood. Having a sense of humour means that you won’t become impatient with the process and that you will allow for misunderstandings. Much of our communication is delivered by body language or by language itself, by the situation, the tone, the intent and the emotional delivery and receipt of the message. Our amazing brains sift through a lot of information in order to determine what a person is saying to us.

We all have ideas about what is right and what is wrong. Sometimes these ideas are very black and white—but the world is in technicolour! When we communicate, we do so from our own block of colour—whether it’s black, white, or some other colour. We hope that the receiver is able to get our message but we may be sending more than we think. We may be sending signals of disapproval or doubt when we don’t even realize it.

Try this exercise. Close your eyes for a moment and recall a recent conversation with someone younger than you. Think about where, when and how the action took place.

Now open your eyes, take a pen and paper and jot down the intent of the conversation. Then jot down what you thought about that person—whether you liked them or didn't note anything about them at all, whether you thought they understood you (or if you cared whether they did), and whether they responded with words that let you know they understood what you were talking about.

Basic Communications

This is a conversation between me and

Name: _____

Place: _____

Time: _____

My intent: _____

What I said: _____

What else I communicated: _____

What the person said: _____

What I thought about the person: _____

Ways I might have communicated my feelings about this person: _____



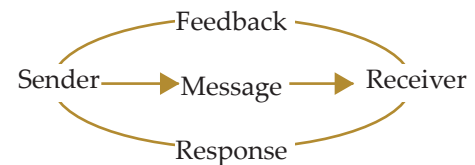
Communication is one person sending a message and another person receiving that message. However, communication is two-way, not one-way. Some message must be sent back from the receiver to let the sender know that their message was received. This response can be physical action, words or both.

The sender needs to be able to:

- compose the message
- send the message.

The receiver needs to be able to:

- listen
- set aside ideas about the speaker
- set aside ideas about what he or she thinks the message will be about, even before he or she receives it
- read any non-verbal cues, for example, the speaker's body language
- receive the message
- respond to the message.



We've mentioned the importance of having a sense of humour and how this does not necessarily equate with telling jokes. A sense of humour gives you the ability to communicate with the students in an easygoing way, without stress and anxiety. Having fun and laughing with students is important. Let's look at some of the ways our communication is delivered so that you can practise developing flexibility and a sense of humour in your communication.

Body language

Some researchers say that your body signals 55 percent of your message. Your physical presence creates a picture in the receiver's mind. You will have to overcome this picture by being aware of what "language" you project by the way you use your body. Here are some questions you could answer to learn more about your body language and how it might affect your message:

- What does your clothing say about you?
- Are you slumped in your chair, sitting up straight, standing straight, or standing slumped on one hip?
- Do you make eye contact with the receiver?

- **What facial expressions are you using?**

When one person from each group contributes to the circle others are asked if they have anything extra to add.

- eyes glaring or open extra-wide

Your voice

Some researchers note that your tone of voice represents 37 percent of what you say. Your tone of voice can affect your message. Ask yourself these questions to become more aware of your voice:

- Is my voice high-pitched or low-pitched?
A lower pitch often signals more authority.
- Is my voice loud or soft? A soft, quiet voice can seem uncertain or shy while a loud voice can seem aggressive.
- Is there a musical quality to my voice?
Do I emphasize certain words in my sentences? These things create more interest for your listener.
- Do I speak quickly or slowly? Either end of this spectrum causes your listener to lose interest or to fail to listen to you at all. A quick pace can signal disrespect for the listener. People need time to hear what you are saying. A slow pace can signal that you don't know what you want to say. Sometimes that's okay, as long as you have a sympathetic listener.

Your vocabulary

Some researchers say that the words you use represent only eight percent of your message. Here are some questions you can ask yourself to determine the effectiveness of your word choice.

- Do I ask specific questions?
- Do I use positive language?
- Do I use examples to explain what I mean?

Vocabulary can be specific or it can be fuzzy—the more specific, the better. For example, describing a behaviour as “Stephan is always late for gym time” may seem like a specific and accurate statement. Consider how much more specific you can be when you gather data and chart it: “Stephan has missed the first fifteen minutes of eight out of our last ten gym times.”

Be courteous and show respect

Courtesy and respect are important communication skills. Listening skills form an essential component of courtesy and respect. When you listen to others without interrupting, you respect their messages and the time it takes them to talk to you. This means that you are confident in yourself because you don't have to assert who you are and what you think. You are confident enough to listen to others and respect them for communicating with you.

Good manners are important for everyone. When you demonstrate how to say please and thank you, and how to listen and respond to others, you model this behaviour for others. Eye contact is also an important component of communicating. Having a kind expression in your eyes as you look—without glaring—at the other person when they speak tells them with your body language that you are attentive and that you care about them. All these communication skills make anyone you speak with feel important.

Whenever you encourage others to speak with you about their ideas and experiences, you show respect. It's important to hold back your criticism. Give feedback, but don't put them down. You can provide constructive feedback if it is necessary, remembering to separate the behaviour from the individual. Also try to use specific feedback. Rather than saying, “That's a

great idea,” you could say, “That’s a great idea because it shows that you’ve thought about what steps you need to take to get your project done on time.”

Be friendly

Open communication, a friendly smile and respect go a long way toward making others feel comfortable around you. See people as individuals. See behaviour as something separate from the individual.

Make frequent deposits

Think of relationships as bank accounts. When you give positive feedback, you add to the bank account. Look for positive behaviours so you can make deposits to individuals’ bank accounts. They will draw on this feedback, this strong bank account, for strength in challenging times. Remember, some researchers suggest that the ratio of positive to negative feedback should be four to one. In other words, to support a behaviour, four instances of positive reinforcement should be offered for every instance of negative reinforcement.

Share your concerns with others

It’s important to balance your own life. If you take on too much or become too emotionally involved with the individuals you work with, you will struggle. Keep perspective by talking things over with colleagues you trust.

Don’t expect instant results or perfection

Having a clear perspective involves keeping things—including your expectations—real. Don’t expect fast results. Don’t expect that your work will result in perfection. Human beings make mistakes; this is how we learn. Learning new behaviours takes time. Your job is to support individuals’ positive behaviour and in this way help them find ways to make up for their mistakes, learn and grow.

Be positive

Being positive is really the focus of this resource. Not only is your positive attitude important, but also you need to create opportunities for individuals to receive positive attention and create positive relationships. Skills you might develop include:

- noticing positive behaviour and accomplishments, and rewarding these with positive reinforcement such as praise or attention
- providing positive feedback frequently
- letting go of the past so as to avoid criticizing it
- being very specific with feedback (and if the feedback has to be about inappropriate behaviour, providing positive feedback about it by describing the desired behaviour)
- having a positive attitude; being flexible and optimistic about everyday challenges.

Information management skills

Organizing important information

Using the ABC Behaviour Pathways Model involves collecting data. It’s helpful to record the data about an event as soon as possible after the event. That way you can build a base for managing future events, increase your understanding and develop your information management skills. Make a plan to gather information throughout the day and set aside time at the end of each day to sort your information into a binder or computer. Make another plan to analyze all of your data on a weekly basis. This way, the information will be fresh in your mind and you will be more likely to act on it in a positive and meaningful way on a daily basis.

Graphic organizers

Charts are excellent tools for storing data. You may want to use brightly coloured paper for different types of graphic organizers. Not only will they be easier to find, they will also be more fun to use.

Use a graphic organizer to help you keep track of communication between you and the other staff. If you keep the communication book in a place where you and the staff can access it, you are free to get on with your work with particular individuals, and yet important information will be recorded. An example is provided above.

The main thing about all of the information-gathering tools is that they have to be used to be useful.

Using technology

Making full use of the technological resources available to you can make your job easier.

Using technology appropriately

When you use technology for communication purposes, remember to follow some basic rules.

- Use a spell-checker, particularly prior to sending an e-mail.
- Use an appropriate tone.
- Make sure that you use the best technology. Sometimes an e-mail or text is inappropriate and a phone call would be better.
- Don't respond in anger or frustration. Wait until you are calm before expressing yourself.
- Don't surf the Internet, access Facebook or respond to personal e-mails while at work.

In addition, familiarize yourself with the organization's policies regarding technology so that you can follow the rules and ensure that the individuals you support do so too.

Gathering and sending information

Do you like to use binders and clipboards or do you prefer to gather and store data on an electronic device of some kind? Laptops and personal electronic devices can be effective tools and are often portable, accessible and searchable.

Text messaging, e-mails and brief notes can be made quickly and imported to your graphic organizers or other data forms at the end of the day.

An audio recorder is another tool to consider. It can fit in a pocket or purse and you can use it to make notes to yourself for review at the end of the day. When an event occurs, you can record your observations, thoughts and anything else that seems relevant to the event. The recordings will help you flesh out your report when you chart the ABCs of a behavioural situation.

Filling out forms

Most organizations will have both print and electronic forms. Electronic forms are generally faster to complete and the forms can be held in a database, searched and accessed more easily. Examples of electronic templates you might use include:

- meeting notes and agendas
- contact information
- ABC pathways forms
- behaviour support plans.

Confidentiality is important, so completed forms that contain personal information should be stored appropriately. It is also good practice to remove personal information from electronic devices as soon as possible and store it on the organization's server. Become familiar with the organization's privacy and record-keeping policies.

Save and back up

Remember to save your document while you are working on it and to save different versions, if you make changes. You might want to go back and look at an older version, so it's wise to always make new copies as you prepare your work. Also back up information so that if there are technical problems, you still have access to the information.

Assistive technology

Many individuals with disabilities require forms of assistive technology to support their learning and communication. While some forms of assistive technology are complex, others may be as simple as a calculator, a computer, a reading screen, special pens with soft grips, or hearing aids. Basically, assistive technology is any technology that supports learning.

Collaboration

Many jobs include the role of supporting positive behaviour. This is a special role to play. Much of that role involves collaborating with others to support an individual's learning. With each unique partnership you will develop distinct skills.

Since you will have one-on-one time with the individual with whom you are working, you will be able to bring important information to meetings. You will gradually learn more about the individual's family life, work life, and special interests, strengths and needs. You will begin to understand triggers for the student's behaviour. Your role is to help the individual grow in awareness of his or her behavioural triggers and increase his or her skill in managing himself or herself in positive ways.

Collaboration is a process. It involves open communication on a regular basis. You need to be available, visible and willing to share ideas. You also need to be receptive to instruction and willing to listen to others.

Examples of assistive technology

TASKS	LEVEL OF TECHNOLOGY		
	Low Technology	Mid Technology	High Technology
Note taking	Peer-taking notes	Recording notes on audio player	Text-to-speech software
Organizing information	Highlighting marker	Highlight tape	Computer software that highlights text
Spelling	Pencil with an eraser	Handheld electronic speller	Word prediction software
Turning on devices, such as a radio	Assistant turns the radio on and off	Handheld switch activates the radio	Voice-activated radio



Number-related skills

When you use behaviour charts, you may want to count the frequency of the behaviour. You may want to provide a written,

narrative record as well. The numbers will support your explanation.

Frequency charts collect data on the number of times a behaviour occurs. For example, for Stephan, you will note the number of times he is late for gym class.

Other information you can gather is the length of time over which the behaviour takes place. This is known as a duration record. For Stephan, it would be a matter of how many minutes late he is. For other individuals it might be a record of the

length of time over which their swearing takes place. An example of a frequency count and narrative record is shown below.

Thinking and problem-solving skills

Problems that arise in various settings can provide opportunities for individuals to take responsibility for their own behaviour. When individuals try to solve their problems themselves, they develop confidence and acquire valuable skills that they can use throughout their lives.

Solution Wheel

The Solution Wheel is a strategy that encourages individuals to take responsibility for their behaviour and find solutions.

Generate a list of solutions that can be used in any number of different conflicts; for example, apologizing, talking it through, taking time to calm down, using an "I"

Name: _____ Date: _____

Time Observation Began: _____ Time Observation Ended: _____

Behaviour of Concern: _____

Setting: _____ Activity: _____

Number of Times the Behaviour Occurred (place a check mark in the area): _____

What was the antecedent of the behaviour? Describe what preceded the behaviour or appeared to cause the behaviour.

What was the consequence of the behaviour? Describe what happened after or as a result of the behaviour.

message or choosing something else to do. Once the list is generated, star all suggestions that are respectful and helpful, and work together to select suggestions that everyone can agree on. Draw a symbol or picture to represent each solution. Record each solution on the circle and add the symbols. Post the wheel in a visible spot.

Reflecting on Learning

- What information in this section really caught your attention?
- What was the biggest surprise about what you learned in this section?
- How does the information in this section challenge or affirm what you know about behaviour and what you see practised in different situations?
- What key information or idea in this section would you be interested in exploring further?



When a problem arises, ask the individual(s) to try at least two solutions from the wheel before asking an adult to help solve the problem. Tell staff about the Solution Wheel so they can remind the individual(s) to use it when a problem arises.

Real-life situations

Prompt personal problem solving through questioning, modelling, providing helpful language and reinforcing efforts. Use real-life social situations to teach social skills through a series of guided questions. For example:

- What do we need to do first?
- What do we need to get before we can start?
- What would happen if you _____?
- Who could we ask?
- Where should we go to _____?
- Which would be better, _____ or _____?
- Where did we find _____ last week?

- Where do you need to look for _____?
- Who would be best to help with _____?
- Why would _____ be better than _____?

Problem-solving cards

Use problem-solving cards to help individuals find new solutions to specific social situations that are causing difficulties. Start with easy-to-solve situations. Ask individuals to answer questions, such as:

- What is the difficulty?
- Why could this be a problem?
- What are some possible choices or solutions?
- What are the pros and cons of the choices?
- Which choice or solution might be best, and why?
- How could you _____?

Aligning Supports with Specific Behaviours

“We need to be clear that diversity is an essential part of the human condition and needs to be anticipated and celebrated.”

Dr. Dave Edyburn
University of Wisconsin, Milwaukee

Some individuals who have disabilities may also have behaviour difficulties that affect their relationships, level of independence and overall life success. For these individuals, the general principles of positive behaviour apply but they will have to be personalized based on identifying their triggers.

Supporting positive behaviour for individuals with autism spectrum disorders

What are autism spectrum disorders?

Behaviours that may indicate an individual has autism include:

- problems with communicating
- problems with social interaction, such as treating others as objects
- restricted/repetitive behaviour characteristics, such as lining up toy cars
- problems with learning, including anxiety, unusual patterns of attention or unusual responses to sensory stimuli.

Students with autism spectrum disorder will be diagnosed by specialists. As a behaviour coach, you will not be required to make the diagnosis, but you may be

involved with the individuals' learning and behaviour.

Working with individuals with autism spectrum disorder

1. The staff will use a behaviour pathways model to determine which behaviour to target.

If the individual has a number of challenging behaviours, decide which behaviour you want to work with first. To choose, you can consider these questions:

- Is the behaviour life-threatening?
- Does the behaviour significantly interfere with learning?
- Is the behaviour dangerous to others?
- Does the behaviour damage materials?
- Does the behaviour interfere with social acceptance?
- Has the behaviour been an issue for sometime?

2. The staff will identify the function of the behaviour and contributing factors. Individuals with autism spectrum disorders often have difficulty expressing themselves. Their behaviour may be intended to communicate something, and it's important to figure out what that is. It might be:
 - to gain attention
 - to communicate a need or want

- to gain a tangible consequence
- to escape from an unpleasant situation
- to gain a sensory consequence
- to self-regulate
- to make a comment or declaration
- to release tension
- lack of skills and strategies.

3. Identify an alternative behaviour.

After you figure out what you think the purpose of the behaviour is, you need to identify an alternative behaviour that will serve the same purpose.

For example, if an individual pushes materials off of his desk and onto the floor to avoid a task that is too difficult, he may need to be taught a more acceptable way to reject or postpone non-preferred activities, or be taught to ask for assistance in an appropriate way.

The focus of behaviour intervention should be on instruction rather than discipline. The goal is to increase students' use of alternative, more appropriate means of achieving the same goal. Alternative behaviours are usually more effective ways to communicate or interact with others.

4. Identify strategies to increase positive behaviours.

Problem behaviours can often be reduced or eliminated by making changes in the physical environment or classroom routine. The assessment and analysis of a behaviour may indicate that the behaviour tends to occur within specific areas, during specific activities, under certain conditions or during interactions with certain individuals.

Sometimes, making environmental accommodations minimizes the likelihood of the behaviour occurring. However, this does not mean that the entire environment or routine should be radically changed to accommodate a

single individual. In many cases, minor adaptations can significantly impact behaviour. Possible environmental adaptations include:

- removing distractions
- using daily sensory experiences that are calming
- making changes in physical arrangements
- providing clear and predictable expectations for behaviour
- scheduling relaxation times or exercise breaks before difficult situations
- alternating demanding tasks with those that are easier
- providing choices
- providing frequent access to favourite activities and peers
- designating a place in which students can go to relax.

Use positive/proactive approaches, such as:

- teaching essential communication skills based on the ability of the individual student, for example, requesting, rejecting, protesting and so on.
- teaching social skills that are not readily picked up by observing others
- identifying the function of maladaptive behaviours and teaching appropriate replacement behaviours
- providing visual supports to clarify instructions and to teach new concepts and skills
- using social stories to teach behaviour for problematic situations
- providing clear schedules and using them to prepare individuals for transitions and changes
- teaching students to make choices and providing opportunities for choice

- providing instruction at a level that is appropriate for an individual
 - monitoring individuals' responses to the environment and adapting it as necessary
 - rewarding appropriate behaviour with reinforcements that are meaningful to the individual
 - teaching relaxation techniques
 - fading prompts to increase independent functioning
 - using appropriate visual aids to help students understand expectations.
5. Use reinforcement for positive behaviours, for example:
- The individual is given a check mark if she remains at her desk for five consecutive minutes. Each time the individual gets up, a timer is reset. When the individual earns 10 checkmarks, she is given an opportunity to listen to music on an iPod.
 - The individual receives a sticker for refraining from aggressive behaviours during a group activity.
 - As students experience success, efforts should be made to fade reinforcements. This can be accomplished by:
 - using more natural forms of reinforcement
 - increasing expectations
 - reducing the size or number of reinforcements provided.
6. Be aware of what to do in a crisis.
- Above all, be aware of your safety and the safety of others. Do not take physical action—that is not your job, unless you are trained as to when and how you may get physically involved in a crisis. The best course of action is to be aware of the plan and to try to prevent a crisis from happening. The plan will include:
- a description of the signals that indicate a crisis situation is developing
 - a strategy for preventing injury to the individual, peers and staff in all settings in which a crisis may occur
 - a list of steps in the intervention to match each step of the escalating behaviour
 - provision of appropriate training for staff who will carry out the plan, with opportunities to practise the interventions required
 - record keeping, for monitoring use of the crisis plan and evaluating its effectiveness.
7. Be aware of the repetitive behaviours an individual may use.
- Repetitive behaviours, such as rocking and spinning, may serve an important function for the individual. If they use repetitive behaviours to calm down, it may be appropriate to teach them other methods of relaxation that provide the same sensory feedback. For some individuals, it may be appropriate to find other sources of stimulation to satisfy sensory needs. It may be necessary to provide them with time and space in which they can engage in repetitive behaviours until appropriate calming strategies are developed.
- High rates of repetitive behaviour or a sudden increase in these behaviours may indicate that the student is experiencing difficulties he or she cannot communicate. These difficulties may be medical or biological in nature and may need to be investigated.
8. Be positive!
- By supporting positive behaviours in individuals with autism spectrum disorders, you not only make their learning experience more comfortable, but you also help to create a positive learning experience for others.

If you will be working with individuals who have an autism spectrum disorder, learn all you can about it. Read books, attend related professional development workshops and talk to children and parents about how autism spectrum disorders affect learning and behaviour.

Supporting positive behaviour for individuals who bully

What is bullying?

People often use the terms “bullies” and “victims” when referring to individuals involved in bullying. However, these labels focus on the individual rather than the behaviours and ignore the fact that many individuals may take on either role in different situations or at different points in their lives. For these reasons, the terms “individuals who bully” or “individuals who are bullied” are more appropriate.

Bullying comes in many forms, but the most common forms are verbal, social, cyber and physical. Bullying behaviour is usually aggressive. Individuals who bully tend to seek power and control.

It’s worth noting that in schools and organizations that have anti-bullying programs in place, the incidences of bullying are reduced significantly. This is a behaviour that can definitely be impacted by positive behaviour supports, and you will see results of your support.

Examples of bullying behaviour include:

- dealing with conflict by being verbally or physically aggressive. Examples of verbal bullying include name-calling, teasing, spreading rumours, sarcasm and making unwanted comments
- belonging to a group that also has aggressive behaviours. Examples of social bullying include scapegoating, excluding others from the group and using gestures to put others down

- some physical forms of bullying, including hitting, pinching, chasing, destroying and unwanted sexual touching
- showing up with items that don’t belong to them
- frequent anger, particularly when losing at a game or being questioned
- the intention to get even with others
- verbal abuse or cyber-texting to put down others.

People who are bullied can learn this behaviour and become bullies themselves. Witnesses—those who see the events—are complicit in bullying. Unless witnesses speak up and say that the bullying is unacceptable, they are supporting the behaviour.

This is why bullying prevention involves everyone. It is a shared responsibility. Everyone has to be aware of what the behaviour looks like and of the steps that can be taken to prevent it.

Working with students who bully

1. Find out the extent of the problem.

Create a questionnaire for individuals to anonymously complete. In it, you could include a map of the school or organization so respondents could put an “X” to indicate where bullying incidents occur. Ask questions about times of day, places and events.

2. Raise awareness about bullying.

Use circle time or group discussions to talk about what bullying looks like, and to discuss what it feels like to be a bully, a victim and a witness.

You might include some of these points:

- Types of bullying done and experienced by boys and girls are often different.
- Boys are more physical with their bullying, often hitting and pushing.

- Girls can be more subtle, with gossiping and excluding others.
 - In homophobic bullying, students are bullied because they are gay or lesbian.
 - Cyber-bullying involves social media such as Facebook, texting and transmission of images using cell phones.
 - Cultural bullying involves racism, which means that someone is bullied because they come from a different culture or because the colour of their skin is different from that of the bully.
3. Introduce positive behaviour supports.
- Advise individuals that it is normal to feel disappointed, frustrated, or angry sometimes, but it is not okay to strike out at others because of these feelings.
- a. Use positive reinforcement when individuals are getting along well and speak well of others.
 - b. Talk about friendship skills.
 - c. Talk about aggressive media messages.
 - d. Use physical activities to burn off excess energy.
 - e. Have a plan.
 - f. A plan might be “Safety, Respect and Responsibility.” This plan should be widely advertised through posters and talks so that everyone knows the expectations.
 - g. Teach effective social skills.
- Through consistent modelling, teaching and reinforcement of positive social skills, individuals are more likely to develop:
- enhanced self-confidence
 - greater self-control
 - greater respect for the rights of others

- a greater sense of responsibility for their own actions, so that meeting behavioural expectations seems natural and easy.

It is important to note that ignoring the bully and his or her behaviour is not an effective strategy for stopping bullying. Bullying is a more sophisticated problem than such a strategy suggests.

One of the best information sources about bullying can be found on the Bully Free Alberta website at <http://www.bullyfreealberta.ca/>.

Supporting positive behaviour for individuals with fetal alcohol spectrum disorder

What is fetal alcohol spectrum disorder?

Fetal alcohol spectrum disorder (FASD) describes a variety of physical changes and patterns of brain damage associated with fetal exposure to alcohol during pregnancy. This brain damage can result in a number of learning and behavioural disabilities.

Working with students with fetal alcohol spectrum disorder

Individuals with FASD have a wide variety of strengths and talents with which you should familiarize yourself, as these are the aspects of behaviour that need to be reinforced and supported. Some notable strengths are their playfulness, curiosity, sense of fun, and sense of wonder. They often have a strong sense of self. In learning situations they can be persistent, and have a strong visual memory and strong verbal skills. Their high energy levels mean they can be involved in numerous activities and are creative people as well, often because of rich fantasy lives. Another trait is a high level of athleticism.

It's important to keep these strengths in mind because this will help give you perspective on the individual. The chart below shows some of the changes in perception as a result of a growing understanding of FASD.

From seeing the individual as ...	To understanding the individual as ...
won't bad, annoying lazy, unmotivated lying fussy acting young, babied trying to get attention inappropriate doesn't try mean doesn't care refuses to sit still resistant trying to annoy me showing off	unable frustrated, challenged trying hard, tired of failing using storytelling to compensate for memory, filling in the blanks oversensitive being developmentally younger needing contact, support displaying behaviours of a young child exhausted or can't get started defensive, hurt can't show feeling overstimulated not "getting it" not being able to remember needing contact, support
From personal feelings of ...	To feelings of ...
hopelessness fear chaos, confusion power struggles isolation	hope understanding organization, comprehension working with networking, collaboration
Professional shifts from ...	To ...
stopping behaviours behaviour modification changing people	preventing problems modelling, using visual cues changing environments

Diane V. Malbin, "Paradigm Shifts and FAS/FAE" (Portland, OR: Fetal Alcohol Syndrome Consultation, Education and Training Services, Inc., 1994) AND from Diane V. Malbin, "Trying Differently Rather than Harder" (Portland, OR: Fetal Alcohol Syndrome Consultation, Education and Training Services, Inc., 1999), p. 42. PERMISSION NEEDED

Reflecting on Learning

- What information in this section really caught your attention?
- What was the biggest surprise about what you learned in this section?
- How does the information in this section challenge or affirm what you know about behaviour and what you see practised in different situations?
- What key information or idea in this section would you be interested in exploring further?

"Alberta students demonstrate leadership in their personal lives and in their communities. They seek to provide guidance, inspire others to action and direct or influence others to achieve a shared purpose or vision."

Framework for Student Learning
Alberta Education, 2011, p. 5

At the opening of this resource, the mission statement was as follows: Your mission as an educator, community home worker, social worker or behaviour coach is to help individuals develop positive behaviour. This chapter will identify some personal skills you could develop and use to assist you in this work.

Demonstrate positive attitudes and behaviours

It's important to look after yourself. Stress can be defined as a person's way of responding to situations. In other words, you can choose to be stressed by your work, or you can choose to accept situations and respond to them calmly. One

way to be calm and not succumb to stress is to be positive. Here are some positive ways you can look after yourself and at the same time provide a model for others.

- Take the opportunity to sing every day, whether in the shower, in the car, or for your friends. Expressing yourself joyfully is de-stressing.
- Take social time to be with your friends.
- Eat healthy foods throughout the day. Get enough sleep and exercise. Try to spend at least one hour a day outside, in the natural sun, breathing the fresh air. These things will help you be active and alert, joyful and optimistic.
- You might consider getting a flu shot each year. Have your annual check-up with your doctor, dentist (should be twice a year) and optometrist.
- Decide each night what you will wear to work the next day. Make your lunch for the next day the night before.
- When you leave work at the end of the day, leave the problems there. You will be able to work with them tomorrow.

Be responsible

Being responsible is considered an ethical trait. This means that you concern yourself with good and bad, right and wrong, and that you make choices based on your understanding of the rules of good conduct. It means that you think and act in ways that will not harm yourself or another person. Browse through the list of words associated with ethical strengths and note characteristics you could strengthen.

Being responsible means doing what you said you were going to do, and apologizing if you are unable to meet the commitment. It means returning phone calls and e-mails and taking care of occasional matters, such as medical appointments, as well as regularly taking care of routine matters, such as making your bed and cleaning your teeth. By recognizing all the ways in which you already behave responsibly, you will be able to build and grow so that you can begin to take on more responsibility.

Be adaptable

Flexibility is one of the keys to avoiding stress. Sometimes, no matter how much we plan or how prepared we are to stay calm in difficult situations, we face competing priorities. Our time can seem completely swallowed up, leaving us no time to deal effectively with any one thing. This is why it is so important to have good time management skills. But it's also why being adaptable is important. Avoid being strict and inflexible—looking at your day planner and saying you have “no time at the moment, thank you very much.” Instead, be adaptable and recognize that at times you have to change your schedule.

Learn continuously

When you start a new job and throughout the year, make a list of people you can contact when questions arise. By building a mentor list or a list of specific people

with specific skills, you build your network and become a more powerful and efficient person.

Work safely

Some situations you may encounter as an educational assistant, success coach or behaviour support coach could be intense. It's important for you to show not only respect for the person involved, but also for yourself. To do so involves body language, verbal skills and actions. In highly charged circumstances, training shows. Practise these skills in front of a mirror or with peers prior to accepting a job where you may have to use them. All these skills will be important to you at one time or another; it's putting them all together that takes a little practise.

Be present. Stand tall with your shoulders back. If you hunker over, you'll look uncertain. Take your hands out of your pockets and keep them loosely at your sides. You'll have a more commanding presence this way. Try not to fling your hands around as you speak or to point at the individual to whom you are talking.

Recognize your own emotions. No doubt you will be feeling emotional yourself in the face of an individual's behaviour. Be calm. Then recognize the individual's emotions. These are real, so there is no sense in ignoring them. Say, “I can see you are upset,” or “Could you tell me what happened to make you react this way?”

Be confident. Keep your voice even and your tone modulated. If you speak quickly or with a high pitch, you will show you are nervous.

Usually, catching a situation before it escalates can help ensure a safe environment. However, there will be times that both you and the individual you are working with need a safe place to

separately express your emotions. There may be a place in the work environment that is designated a “safe place” where individuals can go to calm down and relax. Rather than being a negative place where individuals go when they are reprimanded, it is a welcoming place where they can go to have some privacy. The space will probably include a soft chair and some other reassuring items. For example, in elementary classrooms, soft animal toys may be available. Only one person at a time may go to the safe place.

One approach for teaching relaxation is labelled STAR, which stands for:

Stop

Take a deep breath

And

Relax

Dealing with at-risk behaviours

Occasionally, individuals may place themselves or others at risk. These are situations where having a school or workplace policy in place, and knowing the policy, can help you de-escalate the situation. Here are some proactive steps you can take to ensure you can work safely at all times.

Talk with appropriate staff about behaviour support plans for individuals who have behaviours of concern.

- Focus on prevention and on developing positive behaviours to replace problem behaviours.
- Have a plan for addressing situations that may include removing the individual or the other individuals from the situation.

- Work with the supervisor and other staff to learn nonviolent crisis intervention.
- Make sure a communication plan is in place that defines codes for assistance when using intercoms and cell phones, and a plan for informing parents when something has occurred.
- Make sure a team action plan or protocol is in place.

Interventions to reduce bullying behaviour

You will need to coach all individuals—including those who are being, or have been, bullied and those doing the bullying—on how to prevent and stop bullying. Research says that when peers step in to stop bullying, it can stop most of the time within 20 seconds. People being bullied, as well as those who witness bullying, need support from adults who will listen to them and who can help them. Most bullying is not witnessed by adults so it’s important to listen to individuals who come and talk to you about bullying. Individuals who bully also need coping and friendship skills and family support. You can find additional support materials on the Government of Alberta’s website at <http://www.bullyfreealberta.ca>, or on the website at <http://www.b-free.ca>.

One strategy you might use is to work with the individual to fill in a SWOT (Strength, Weakness, Opportunities, Threats) chart. A completed sample is provided below. You can see that when an individual completes the form, not only does that person gain more self-awareness, but the individual takes an active role in defining solutions to the problem behaviour.

Strengths	Weaknesses
Kids usually pay attention to me whether or not I bully them—maybe they'd like me better if I stopped bullying.	I push other kids around.
I can learn new ways of behaving and making friends.	I don't treat kids the way I would like to be treated.
I can take responsibility for my actions.	I'm not really thankful for my friends.
	I find reading difficult.
	I can't control my anger.
Opportunities	Threats
There are kids I can be friends with:	I'm afraid of (fill in the blanks). Some examples are:
I can help other kids by:	<ul style="list-style-type: none"> • playing sports, or a certain sport • the teacher asking me a question • not getting invited to birthday parties • looking stupid • looking like I don't belong • being excluded.
I can say I'm sorry when I hurt _____.	
I can like my friends the way they are. I don't have to try to change them.	Other people bully me.

Teamwork Skills

Time management

We could place time management skills under a number of headings in this resource because it is an important personal skill as well as a teamwork skill. When you have difficulty managing your time, the personal result is often added stress. When you have difficulty managing your time and you are involved in collaborative work, everyone you work with is affected.

Daily and weekly time management

- Use a day planner. Every time you agree to a meeting or a deadline, write it in your day planner.
- Put a note in the day planner at least two days in advance of major deadlines or obligations, to remind you to prepare.
- At the end of each day, make a list of what you need to accomplish the next day.
- Prioritize the list.
- Define how many hours of the day you will work on each of the items on your list.
- Check off items as you work your way through the list.
- Arrive at appointments 15 minutes before you are required to be there.
- Review your schedule.
- Make sure you have all the materials you need—pencils, books, paper, other supplies.
- Check your voice mail and e-mail twice a day—in the morning and at the close of the day.
- Chart any verbal or recorded notes you made throughout the day in the ABC Binder you created.

Working with others

Be willing to step up to the plate and initiate or get involved with projects and activities in your workplace.

Reflecting on Learning

- What information in this section really caught your attention?
- What was the biggest surprise about what you learned in this section?
- How does the information in this section challenge or affirm what you know about behaviour and what you see practised in different situations?
- What key information or idea in this section would you be interested in exploring further?

References

- Alberta Education. 2011. *Framework for Student Learning*. Edmonton, AB.
- Alberta Education. 2008. *Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized Approach*. Edmonton, AB.
- Alberta Education. 2006. *Focusing on Success: Teaching Students with Attention Deficit/Hyperactivity Disorder, Grades 1–12*. Edmonton, AB.
- Alberta Education. 2003. *Teaching Students with Autism Spectrum Disorders*. Edmonton, AB.
- Alberta Learning. 2003. *The Learning Team: A Handbook for Parents of Children with Special Needs*. Edmonton, AB.
- Alberta Education. 2004. *Building Strengths, Creating Hope: Teaching Students with Fetal Alcohol Spectrum Disorder*. Edmonton, AB.
- Bain, Karen and Brenda Sautner. 2007. *BOATS: Behaviour, Observation, Assessment and Teaching Strategies. 2nd Edition*. Edmonton, AB: Special Education Council. Alberta Teachers' Association.
- Education Department of Western Australia. "Inclusive Education." <http://www.det.wa.edu.au/inclusiveeducation>. Accessed May 3, 2011.
- Farrell, Michael. 2006. *The Effective Teacher's Guide to Behavioural, Emotional and Social Difficulties: Practical Strategies*. New York, NY: Routledge.
- Kaufmann, Roberta and Robert Wandberg. 2010. *Powerful Practices for High-performing Special Educators*. Thousand Oaks, CA: Corwin.
- Malbin, Diane. 1999. *Fetal Alcohol Syndrome/Alcohol-Related Neurodevelopmental Disorder: A Five-part Set of Information for Parents and Professionals; Set Five: Master Set: Collection of Sets One Through Four*. Portland, OR: FASCETS, Inc.
- McGinnis, E., & A. P. Goldstein. 1997. *Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, Ill: Research Press.
- Palo Alto Medical Foundation. "Communication Skills." <http://www.pamf.org/teen/abc/buildingblocks/skills.html>. Accessed April 21, 2011.
- In-Tuition: In Company Learning Solutions. "Are You Using These Basic Communication Skills?" <http://www.practical-management-skills.com/basic-communication-skills.html>. Accessed April 21, 2011.
- Roffey, Sue. 2011. *Changing Behaviour in Schools: Promoting Positive Relationships and*